



EASTER SEAL COMMUNICATION INSTITUTE

formerly
Blissymbolics Communication Institute

1986 ANNUAL REPORT

24 FERRAND DRIVE
DON MILLS, ONTARIO,
CANADA M3C 3N2

EASTER SEAL COMMUNICATION INSTITUTE
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BLISSYMBOLICS COMMUNICATION INSTITUTE

<u>CONTENTS</u>	<u>PAGE</u>
Report of Executive Director	1
Report Relating to Educational Service Program	5
Marketing Report	15
System Office Report	19
Training Report	22
Communicating Together Report	23
Administration Report	24
 <u>APPENDICES</u>	
A - Papers from ISAAC Conference, Cardiff, Wales	27
B - AACE Survey	33
C - Training Events	50
D - AACE Consultations	52
E - Conference Participation	53
F - Liaising Organizations and Individuals	54
G - ESCI Flyer	55
H - Articles on Educational Service Program	57
I - International Panel and Monitors	61
J - Training Associate/Affiliate Responsibilities	63
K - Board of Directors	65
L - ESCI Staff	66



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<u>CONTENTS</u>	<u>PAGE</u>
Report of Executive Director	1
Report Relating to Educational Service Program	5
Marketing Report	15
System Office Report	19
Training Report	22
Communicating Together Report	23
Administration Report	24
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C - Training Events	50
D - AACE Consultations	52
E - Conference Participation	53
F - Liaising Organizations and Individuals	54
G - ESCI Flyer	55
H - Articles on Educational Service Program	57
I - International Panel and Monitors	61
J - Training Associate/Affiliate Responsibilities	63
K - Board of Directors	65
L - ESCI Staff	66

REPORT OF EXECUTIVE DIRECTOR

January, 1986 through March 31, 1987 has been a time of transition for BCI. During this period, the organization has experienced: a move in April of its administrative, accounting and product distribution staff from the Hugh MacMillan Medical Centre; expansion in April into three classrooms followed by contraction in August into two classrooms at Roywood Elementary School, North York; moving to the new Easter Seal Society location at 24 Ferrand Drive, Don Mills, in December; the official recognition of a new name for our organization, with accompanying adjustments to our organizational structure, completed in March, 1987. The following announcement, mailed in April to our associates, clients, readers and customers, provides a general description of our current organization:



EASTER SEAL COMMUNICATION INSTITUTE

THANKS TO THE EASTER SEAL SOCIETY (ONTARIO)

The Blissymbolics Communication Institute Has a new name and a new home

We are pleased to announce that we have a new location with The Easter Seal Society (Ontario) and that we have a new name - The Easter Seal Communication Institute (ESCI). We are undertaking this change to recognize our close working relationship with The Easter Seal Society (Ontario) and the support the Society has given to our work over the years.

Within ESCI, there will be two divisions:

An Educational Service Program including the ESCI Resource Centre, consultation, training and products relating to all forms of augmentative communication. and Blissymbolics Communication International (BCI) to maintain system development and support of worldwide Blissymbol usage.

The Easter Seal Communication Institute will work toward the objectives that have guided our activities for many years:

1. To advance augmentative communication in ways that contribute to cognitive, social and emotional development and growth.
2. To draw attention to the quality of the learning experience and to identify the best types of instruction that contribute to cognitive, social and emotional development and growth.
3. To educate, inform and influence those who are in a position to make positive life changes for nonspeaking people.

Please write or telephone for further information about our 1987 training program, new Resource Centre, library search capability, support service to Ontario educators, Confer computer teleconference and the availability of a range of augmentative communication products, Blissymbol publications and magazine *Communicating Together*.

We look forward to providing assistance to augmentative communicators and their families and friends as they assume increased responsibility for the expansion and effective use of their augmentative communication systems.

Executive Director

The moves, with their accompanying disruptions, extra work, and procedural changes, placed extensive stress upon the staff. Much credit for the year's accomplishment must be given to all staff members for their commitment and perseverance, despite the many difficulties they faced in 1986. A special thanks is extended to Ann Kennedy for her co-ordination of the move from Roywood School to 24 Ferrand Drive and her planning of the renovations and room

arrangements in our new location. The final "settling in" to excellent accommodation with The Easter Seal Society has been greatly welcomed and appreciated. The excitement of planning displays, adjusting floor plans and making the Easter Seal Communication Institute an inviting, comfortable and productive place is ongoing at the time of writing this report.

Although many changes were taking place in Toronto, the provincial and international responsibilities carried on as usual. The early implementation of the Augmentative and Alternative Communication in Education (AACE) program brought meetings and presentations with a number of Ontario groups. These are reported in the AACE and training reports. In my role as executive director, I chaired the BCI North American Affiliate Meeting in Orlando, Florida in May and presented at the BCI European Affiliate Meeting in Cardiff in September. I had the privilege as well of speaking in Sweden at their Tenth Anniversary of Blissymbolics in September. Presentations during the year included: a paper at the annual conference of the Canadian Cerebral Palsy Association held in Montreal in June; five papers at the ISAAC Conference held in Cardiff in September (see Appendix A); a workshop for parents at the Provincial Conference of The Easter Seal Society (Ontario) held at Wooded Camp in October, as well as lecturing regularly within the AACE training program. In my role as President, International Society for Augmentative and Alternative Communication (ISAAC), many duties were undertaken: contributing to ISAAC's Biennial International Conference, held in Cardiff, Wales, September, 1987; chairing two executive committee meetings during the year and co-ordinating the work of ISAAC's many committees. I served, as well on committees of several related organizations:

- member of Advisory Committee, Microprocessor Applications Training Program (MATP), Ontario March of Dimes
- co-chair with Jean Knight, March of Dimes, of a committee to try to establish Secretariat Enterprises to provide vocational opportunities for disabled adults.
(Funding proposal was rejected by Secretariat for Disabled Persons, as it required a longer funding period than the Community Action Fund was prepared to support).
- member of Evaluation Committee to review the progress of MATP

- member of ASHA Committee on Augmentative Communication
- member of Advisory Committee to the project entitled "Implementation Strategies for Improving the Use of Communication Aids in Schools Serving Handicapped Children", being undertaken by the American Speech-Language-Hearing Association (ASHA)
- member of the Board of Directors, (RESNA)
- member of Education Taskforce, Communication Aids Subcommittee, Ontario Ministry of Health
- member of Curriculum Development Committee, for the Ontario Ministry of Education to develop a curriculum for an elective course on Augmentative Communication within the Additional Qualifications Courses for teachers

BCI collaborated with other organizations in several projects during 1986. Of high importance to the development of the AACE service program, was the Survey of Nonspeaking Students, under the direction of Drs. Peter Lindsay and Robert Cambria, Ontario Institute for Studies in Education. Further details of this study are contained in the AACE Report and in Appendix B.

A project entitled Blisscom, supported by a Department of Supply and Services unsolicited proposal contract with funding from the Department of Communications and Secretary of State, was undertaken jointly by IDON Incorporated, BCI and professionals from McGill University and the Mackay Centre. A strong contribution was made to the Blissymbol component of this project by the BCI System office staff and consultants, and toward the planning and future direction of the project by the executive director.

Blissbook software development continued. This project is jointly directed by Shirley McNaughton and Penny Parnes, director, Augmentative Communication Service, at Hugh MacMillan Medical Centre. It is funded by Ontario Ministry of Education as an Innovative Software Project. A second related project was funded by the Ministry of Education and directed by Shirley McNaughton to evaluate the DECTalk hardware as a speech device for the ICON educational computer, through demonstrating its use with Blissbook.

Several staff changes have occurred in 1986 and early 1987. We were very sad to learn of Anne Warrick's decision to leave the AACE program in January, 1987. Her contribution to AACE's beginning, through her enthusiasm, knowledge and strong interest in the needs of augmentative communicators, will always be remembered and appreciated. The responsibilities undertaken by

Ann Kennedy and Mary Lou Cairns have changed, with Ann Kennedy now responsible for both Communicating Together and Training and Mary Lou Cairns responsible for products and for promotion of all our products and services. As always, the accomplishments of our organization are due to the work and contributions of many. Our Board of Directors is always there, ready with support and guidance. The interest and help given by Ian Bain, Joe Cashen and Ken Monk of The Easter Seal Society have been greatly appreciated, as have been our many associations with other members of ESS staff.

Volunteers have contributed greatly to lessening the stress of our transition year: Bob McNaughton has helped in countless ways from helping with the moves, to the building of shelving, to searching Toronto for many needed items; Mary McMahan has continued her help in the library in all three of its 1986 locations; Elizabeth Newton has provided regular assistance each week in whatever way it was needed; Herb Colbran has continued his message delivery from our several sites; Bill Fairley has worked alongside Bob McNaughton donating his carpentry skills to the building of the Resource Centre shelving units.

We extend our appreciation to the Hugh MacMillan Medical Centre for their continuing support through storage space of our inventory and for the co-operative working relationship with the ACS and other departments at HMMC. We look forward to a long association with HMMC's direct service programs as we further develop our educational service in Ontario.

Lastly, the thanks of our entire staff is given to the Easter Seal Society for their financial assistance, for our excellent accommodation within their building and especially, for their interest, confidence and support as we undertake our new service to augmentative communicators in Ontario. We are honoured to be included in The Easter Seal Society's range of services and look forward in the coming year to working with ESS staff and to strengthening our association with the Parent Delegate Program, the District Nurses, the Camping program, and the Preschool program.

Shirley McNaughton, Executive Director, April, 1987

REPORT RELATING TO THE EDUCATIONAL SERVICE PROGRAM (AACE, 1986)

A 1986 description of the Augmentative and Alternative Communication in Education (AACE) program, as reported by Anne Warrick, September 1986, follows:

* * * * *

Augmentative and Alternative Communication with Education is a program administered by the Blissymbolics Communication Institute, with financial support from the Easter Seal Society, Ontario. An important component in the program is the AACE Resource Centre, funded by the Kiwanis Club of Metropolitan Toronto.

The AACE program has been developed in consultation with the Special Education Branch of the Ministry of Education and provides support to the educational programs of nonspeaking students in accordance with the objectives of The Education Act. The goal of AACE is to make available to educators and other interested persons the information and experience which the Blissymbolics Communication Institute staff has acquired in the field of augmentative communication since the early 1970's.

1.1 AACE Programs - There are four major projects presently being addressed through AACE:

- I A Training Program:
Seminars designed to provide information on the broad aspects of augmentative communication, and on specific topics of interest to educators and parents are presented regularly by the staff, consultants and invited speakers.
- II Education Through Consultation:
One focus of AACE is the provision of support to the classroom teachers and/or educational consultants who are responsible for the school programs of nonspeaking students. This assistance takes the form of consultation and demonstration intervention as requested, in relation to curriculum development, teaching approaches, social interaction and community awareness. Resource materials and information to the teacher or to interested members of the community can be provided.
- III A Resource Centre:
The AACE Resource Centre houses a reference library, audio-visual materials and examples of communication displays, software and teaching materials. This Resource Centre is accessible to all nonspeaking persons, their families, educators, and the community at large.

IV Research:

AACE, in collaboration with Dr. Peter Lindsay and Dr. Robert Cambria, Special Education Department, Ontario Institute for Studies in Education, has designed and is conducting a needs assessment to determine the incidence and to describe the needs of nonspeaking students within Ontario schools.

2. PERSONNEL

In this first year of operation AACE staff has been limited by budgetary constraints but not by enthusiasm.

2.1 Two part-time professional staff members, one with a background in special education and the other in speech-language pathology have conceived and initiated the developing program. One part-time secretary/receptionist has provided office support. As public interest in the Resource Centre and Training Seminars grew, a part-time co-ordinator for these program areas was hired.

2.2 Staff Members:

Shirley McNaughton, Part-time Special Education
Anne Warrick, Part-time Speech Pathology
Mary Lou Cairns, Part-time Resource Centre & Training
Administration
Dorothy Dent, Part-time Secretarial-Reception

2.3 AACE benefitted greatly from voluntary support in its initial year. Volunteers assisted in the design, lay out, decor and staffing of the Resource Centre. Volunteers have also assisted to ensure the efficiency of training sessions, and the support needs of our disabled consultants and assistants. Volunteers who have made a significant and continuing contribution to the development of AACE are Mary McMahon and Bob McNaughton. Without the generous support of many volunteers our achievements would have been reduced.

3. EDUCATION AND TRAINING PROGRAMS

Education and Training activities were organized by the AACE staff. In many instances AACE staff presented the training themselves. At other times consultants with expertise in particular seminar topics were welcomed as presentors. Throughout this first year, seminars were designed to meet the identified needs of educators, health care personnel, residential counsellors, families of augmentative communicators and community workers.

3.1 On-site training was offered during three separate weeks of the 1985/86 school year -- in the spring, summer and fall. The seminar topics were diverse, and addressed issues within the general field of augmentative communication. (See Training Report and Appendix C.)

3.2 AACE staff have responded to agency requests for in-service training. The training was selected following discussion with the requesting agency as to the topic area they wish presented. In some instances the AACE staff member was joined by an advisory consultant in order to provide the best possible inservice training for the liaising agency.

3.3 AACE Consultation:

The AACE staff has been gratified by the number of individual and group consultations which they have undertaken upon request. The nature of each request has identified the range of knowledge in augmentative communication which the community is seeking. Service providers and agency personnel have arranged consultation, and used the Resource Centre facilities to further their understanding of augmentative communication and its different applications among users. Families with members who use augmentative communication have shared their concerns, and requested the constructive support of AACE consultants in searching out the best programs for their children. Educators have attended to discuss classroom management, curriculum adaptations, vocabulary and communication display selection and arrangement and the information needed for decision making in educational settings. These consultations have been held in the Resource Centre where demonstration materials and reference books have been readily available. (See Appendix D)

3.4 Out-reach Consultation:

AACE staff have visited schools and training facilities in Ontario in order to participate in environment based observations and recommendations. Out-reach consultations have been undertaken with respect to individual students programming and classroom management. The student population observed and discussed, ranged through physical, intellectual, and multiple disabilities.

3.5 Conference Presentations:

AACE staff has participated in a broad range of conferences from those arranged by large professional organizations to small informal sharings. Working closely with the Easter Seal Society, Ontario, and in demonstration of the link which AACE plans to develop with families and care personnel of those with severe disabilities, staff attendance at the Easter Seal Society Parent Delegate meetings throughout Ontario has been most stimulating. In like fashion participation in the Ontario Federation for the Cerebral Palsied Staff Development Conferences provided excellent sharing.

3.6 University - College Student Consultation:

Students from the Department of Special Education, Ontario Institute for Studies in Education and from Community College Human Resources programmes have utilized the Resource Centre and consultant guidance in the preparation of theses, course papers and presentations. The Resource Centre has provided them ready access to a reference library, audio-visual presentations, teaching and communication materials, and microcomputer software demonstration of the educational and communication software available for nonspeaking students.

4. INFORMATION DISSEMINATION - RESOURCE CENTRE

The AACE Resource Centre housed reference materials relative to augmentative communication. In addition, staff were available for orientation to the facility, and to guide visitors in their information needs. The Centre was accessible to augmentative communicators, educators, health care personnel and the community at large. It was open from 8:30 - 4:30, Monday to Friday.

4.1 Library of books, journals and articles:

As a major component of the AACE Resource Centre, a reference library has been established under the capable direction of Craig Fairley, as an information source to students and professionals in the field of augmentative communication, as well as parents and other interested people. The library includes books, journal articles, unpublished papers, conference proceedings, as well as audio-visual and other special material such as teaching aids, games and toys. A wide range of subject areas are covered, from nonspeech communication systems, disabilities and technology to language and language development, social trends and education. The library's catalogue is being entered on DBase 3, on an IBM-PC, allowing the literature to be searched for specific topics.

4.2 Library of audio-visual materials:

Audio-visual materials demonstrating the communication variances of augmentative communicators, developing communication technology, teaching approaches, family and historical perspectives in the field are available for on-site viewing by Resource Centre visitors. Some may be loaned for staff training programs, public awareness and personal viewing. Materials are in 3/4 and 1/2 inch video tapes and photographic slides.

4.3 Educational Materials:

A number of adapted educational toys and curricula have been shared with the AACE staff and provided by experienced teachers within the field of augmentative and alternative communication, for display and Resource Centre reference. AACE is most appreciative of this support material during the initial phase of the Centre's growth.

4.4 Communication Materials:

Graphic communication displays are exhibited within the Centre along with dictionaries of pictures, Blissymbols and sign vocabularies. Displays using traditional text in differing forms may also be seen. Some displays have been commercially designed, while others reflect the vocabulary selections of augmentative communication users.

5. AUGMENTATIVE COMMUNICATION USER AND FAMILY PROGRAMS

AACE staff members have chosen to support a number of persons with physical disability and speech impairment by providing work placements and an opportunity to share their unique skills and experiences as augmentative communicators with service professionals, community workers and families.

5.1 Task Force:

A number of young adults using Blissymbols or traditional orthography to supplement speech, have visited the Resource Centre in order to develop skills and obtain the necessary information for each to develop independence with regard to vocabulary selection and communication display design. Participants were supported by AACE staff to problem solve on specific issues (e.g. vocabulary needs during hospitalization) and their individual needs in developing a range of communication techniques and strategies for effective communicative interaction.

5.2 Augmentative Communicator Consultants:

It is over a decade since augmentative communication became an accepted means of (re)mediation and communication for the speech impaired. The initial Blissymbol users in Canada are now young adults and many are capable of objectively reviewing, evaluating and discussing a wide range of issues in the field. AACE has sought out these young people to share their knowledge with seminar participants, and to advise staff on the personal perspectives of those who are experienced in multimodal communication.

5.3 Vocational Programs:

AACE staff has supported the introduction of those using nonspeech methods of communication into employment opportunities. Kari Harrington has expertise in the system of Blissymbolics and has used this knowledge to translate Blissymbol stories, and to assist in system development. John Dowling's vocational training is directed toward computer usage and public speaking. These skills have and will continue to be useful to John as he demonstrates software and welcomes visitors to the Resource Centre. Elaine Drover grew up in Newfoundland where she was taught to communicate using Blissymbols. In the fall of 1985 the staff of Science North, Sudbury, Ontario, were looking to develop public awareness of computer technology and its positive impact on the lives of the disabled. They contacted AACE for direction

regarding the speech impaired. Newfoundland and Ontario came together -- through the co-ordinating role of AACE staff -- when Elaine accepted a job opportunity at Science North. Computer training was provided for Elaine in St. John's; additional training and orientation was completed with AACE in Toronto, and finally, in Sudbury, she entered her student work placement to demonstrate Blissymbol programs and augmentative communication to the visiting public via her own communication displays.

5.4 MATP Employment Opportunity:

The Ontario March of Dimes has implemented a microcomputer training program for the disabled which encompasses training and supervised introductory work experiences. To date AACE has provided an apprenticeship site for two trainees.

5.5 Conferences:

In addition to providing consultation to individual families that experience augmentative communication first hand, the AACE staff has worked to establish good relationships with agencies and groups which address family concerns. Staff has participated on committees, through formal presentations, and informally at meetings focusing on issues of interest to the families of children using augmentative communication (see Appendix E.)

5.6 Recreation Programs:

Integration of the disabled in Ontario has provided many opportunities for nonspeaking children to experience day programs, summer camps, cubs and brownies etc. The staff of these programs has sought consultation with AACE in order to provide the best recreational opportunities for children with special communicative styles. Additionally, AACE staff has supported the Easter Seal Society Summer Camp Evaluation Project by providing the opportunity for augmentative communicators who have camping experience to answer the project consultant's questionnaire.

6. COMMUNITY INFORMATION

Presentations on the broad topic of augmentative communication have been made by AACE to increase public awareness about those who are uniquely challenged in the area of communication.

6.1 Kiwanis Clubs:

In addition to speaking at public meetings, the AACE staff now has its own site where presentations can be informal and supported by reference materials. AACE is particularly grateful to the members of Kiwanis Club of Metropolitan Toronto for their generous donation which furnished the Resource Centre.

6.2 Pilot Clubs:

The Pilot Clubs of Ontario have continued to support AACE during its initial year both financially, and through volunteering within the Resource Centre. Through a donation from the Pilot Clubs and Pilot International, AACE is initiating the filming of an audio-visual presentation in which our young adult augmentative communicators will inform the public of their capabilities. The young people themselves, AACE staff, agencies and individuals will have access to the completed videotape for public awareness and training programs. This project will continue into 1987. Our appreciation of Pilot support is sincerely expressed.

6.3 Easter Seal Society:

The Easter Seal Society has provided extensive support and encouragement of the AACE program. AACE staff has contributed to the Easter Seal Society publication - Horizons - with articles focusing on the broad field of augmentative communication. AACE staff has been able to support the Easter Seal Society fund raising campaigns by presentations to local service clubs as they initiate their fund raising activities.

7. SPECIAL PROJECTS FOR PROFESSIONAL DEVELOPMENT

Recognizing the importance of sharing within the new field of augmentative communication the AACE staff has undertaken to pursue their particular interests for professional growth through learning.

7.1 Reading and Augmentative Communicators:

Colleagues within special education who have an interest in the development of reading skills in children with speech impairment have met regularly in the Resource Centre during the past year. Their objective is to develop guidelines for the teaching of reading to Blissymbol users.

7.2 Minspeak Workshop:

This workshop conducted by Bruce Baker, creator of Minspeak, at the AACE Resource Centre provided twelve participants with knowledge of the application of the two devices using Minspeak - Touchtalker and Light Talker.

8. LIAISON

Throughout the first year of operation AACE has extended its network of organizations and colleagues within Ontario, North America and Internationally. AACE staff has been active in support of augmentative communicators, collaborating with professionals within government and private sectors as well as within associations and groups which strive to make positive changes in the life quality of the disabled. (See Appendix F.)

8.1 Provincial:

The main focus of AACE services is within the province of Ontario. The staff has interacted with educators, clinical service providers, counsellors and advocates of the nonspeaking populations. These relations have been positive and stimulating and it is hoped that they will be strengthened as AACE service develops.

8.2 North American:

North American affiliates of the Blissymbolics Communication Institute meet annually in pursuit of knowledge and program development in the field of augmentative communication generally and in Blissymbolics specifically. The dual responsibilities held by BCI and AACE staff members has led to liaison and sharing among colleagues throughout North America and in benefits for both programs.

8.3 International:

Membership within two International organizations which focus their interest on the field of augmentative communication (IPCAS and ISAAC) has allowed the AACE staff many opportunities to share information with colleagues in the specific area of education, and the more general trends occurring within (re)mediation programs internationally.

9. AACE CONSULTANTS WITHIN COMMITTEES OF PROFESSIONAL ORGANIZATIONS

9.1 Provincial:

The following organizations receive AACE staff participation:

- Interagency Action Committee which is working toward improving the flow of information between agencies in Ontario.
- Advocacy Resource Centre for the Handicapped which attends to the legal aspects of issues concerning the handicapped.
- Microcomputer Applications Training Program of Ontario
- March of Dimes, which is concerned with program planning and implementation
- Assistive Devices Program, Ontario Ministry of Health
- Curriculum Development Committee, Ontario Ministry of Education

9.2 International:

The American Speech Language and Hearing Association has received support from AACE through the participation of Shirley McNaughton on Advisory Committees directed towards the development of curriculum for preservice training of speech pathologists within the United States and with regard to the implementation of augmentative communication aid use within American schools.

Shirley McNaughton has served as President of the International Society for Augmentative and Alternative Communication (ISAAC) during the past year. Anne Warrick has served as Chairperson of the Canadian Committee to the International Project on Communication Aids for the Speech Impaired (IPCAS).

* * * * *

The AACE program was implemented as stage two of the proposal made to the Ontario Ministry of Education, to undertake a project to determine the educational needs and a means of meeting the needs, of nonspeaking students and their teachers, in the Province of Ontario. Stage one involved the design and conducting of a survey (undertaken November, 1985 - June, 1986). In addition to the establishment of the AACE program, stage two included the preliminary analysis and reporting of the data obtained through the survey. Reporting was done by Dr. Peter Lindsay at the ISAAC Biennial Conference, Cardiff, Wales, September, 1986 and in Stockholm, Sweden, February, 1987. Short reports were given by Shirley McNaughton within presentations about the AACE program at meetings with the Ontario Ministry of Education, Regional Offices Special Education Personnel and with Ministry of Education Advisory Council on Special Education.

In the early months of 1987, with the name change of our organization to that of the Easter Seal Communication Institute, it was decided that it would be less confusing to those to whom we were providing service if we discontinued the name AACE for the educational service program and referred to it directly as ESCI. The flyer included in Appendix G describes the 1987 ESCI program for Ontario educators.

Although much time has had to be directed to setting up the Resource Centre again in the new location (building of shelving units, creating displays, setting up equipment), three new elements have been added to the service capabilities within ESCI.

(1) In February, 1987 the first stage of the Susan Wilson Community Information Service program was implemented. With support from the Wilson family, funds directed to BCI in remembrance of Susan Wilson are being used to provide presentor training for four young adults, all of whom rely upon communication systems that include extensive use of augmentative communication. These young people, following twelve weeks of training, provided by ESCI staff in the spring of 1987, will begin giving presentations relating to the services offered by ESCI and to orienting the community to augmentative communication, in the fall of 1987. We are deeply appreciative of the opportunity being provided to these young people and to the community through funds donated in memory of Susan Wilson.

(2) With the addition to our staff in January, 1987 of Cathy Fairley and Katy Mann as augmentative communication consultants, more varied information with regard to language, learning, literacy and computer use is now available to those who use ESCI's services. Cathy Fairley's classroom teaching, private tutoring and experience in helping establish the ESCI reference library, and Katy Mann's extensive teaching experience at Bloorview Children's Hospital School, make a valuable contribution to our service program.

(3) Our ESCI representative, beginning in April, 1987, Sherri Parkins, brings sign language and behaviour management experience to the ESCI resource centre.

Two articles, written with reference to ESCI's educational service program are reprinted in Appendix H. They explain better than any report, the philosophy and perspective underlying the educational service.

Now that we are settling in to our new accommodation, we look forward with keen anticipation to expanding the assistance we will be able to give to Ontario augmentative communicators.

Prepared by Shirley McNaughton, April, 1987, including extensive report written by Anne Warrick, September, 1986.

MARKETING REPORT

Sales and Distribution

Marketing efforts for BCI products were modest in 1986, due to the disrupting influences of two office moves during the year. Overall sales were somewhat lower than projected.

Products continued to be marketed directly by BCI throughout Canada, and in the United States through the distributors, Don Johnston Developmental Equipment, and EBSCO Curriculum Materials. In response to the termination of their distributor agreement by Living and Learning, the Blissymbolics Communication Resource Centre requested a new agreement to allow UK Blissymbol instructors to obtain BCI materials. The BCRC(UK) collects orders and payments from UK customers and forwards the orders to BCI to be completed and shipped. Money and statements are submitted by BCRC twice a year. The purpose of this agreement is to allow an easy purchase arrangement for customers in the UK. An agreement was also finalized with the affiliate in the Netherlands for a discount on bulk purchases. In this case the Bliss-Symbolen Communicatiecentrum Revalidatiecentrum "De Trappenberg" distributes directly to clients in Holland.

In late 1986 plans were made to increase the product line by distributing in Canada several other graphic systems and publications referring to augmentative communication. Currently, agreements are being negotiated and we have received stock of the following items:

Faith Carlson	Picsyms
Mayer Johnson	Picture Communication Symbols
Cheryl Goodenough-Trepagnier	Write & Speec
ASHA	Augmentative Communication: An Introduction
ASHA	Video -Talk is Not A Four Letter Word
King & Blackford	Count Me In
ACS	A Protocol for the Assessment of the Communicative Interaction Skills of Nonspeaking Severely Handicapped Adults and their Facilitators

Affirmative responses have been received and arrangements are currently underway regarding distribution of the following products by ESCI:

Ina Kirstein	Oaklands Schools
Communication Skill Builders	Pictures Please
Bev Vickers	Recognizing and Enhancing - publication
IPCAS	Communication Interaction between Aided and Natural Speakers
	Jonathan Too Goes to Day Nursery
	Conversations with Nonspeaking People
Christiane Marois	Everbody's Technology

It is expected that the addition of these new products will provide a more comprehensive range of materials relating to the field of augmentative communication generally, and more specifically graphic communication.

Promotion of Products

Flyers

A limited number of new flyers was produced in 1986, printing only the number required for the transitional period. Work is now underway in the planning of a new catalogue that will reflect the new line of products, price adjustments and BCI's new name and address.

Conferences Attended

Promotion was undertaken at several conferences throughout the year either with displays or indirectly by the presence of BCI professionals.

- 1) ASHA, Orlando, Florida, January 19-21. Display: Shirley McNaughton
- 2) Disability Awareness Day, Emery Collegiate, North York, May 8/86. Display: Mary Lou Cairns, Ann Kennedy, John Dowling
- 3) Canadian Cerebral Palsy Association, Montreal, Quebec. June 5-6. Shared display with Quebec Affiliate: Shirley McNaughton, Bob McNaughton
- 4) ISAAC Conference, Cardiff, Wales, September. Shared display with UK Affiliate: Several BCI staff members presented at conference

- 5) OSHA Conference, Toronto, Ontario, October 31/86.
Display: Mary Lou Cairns, Anne Warrick
- 6) Easter Seal Provincial Conference, Woodedden Camp, London, Ontario, October 17-19. Display and participation in conference: Shirley McNaughton, Anne Warrick, Mary Lou Cairns
- 7) ASHA Conference, Detroit, Michigan, November 1986. Shirley McNaughton attended at Don Johnston's booth at times throughout the conference. Blissymbol materials and packages of flyers were on display at his table
- 8) Exemplary Practices in Special Education at OISE, Toronto, Ontario, December 3,4,5. Display: Mary Lou Cairns

New Products Completed in 1986

Blissymbols For Use

The fourth printing of Blissymbols For Use was produced this year. There have now been 10,000 copies of this book published. Since the negatives cannot successfully be re-used again, it is now mandatory that a revised edition of Blissymbols For Use be undertaken. This has prompted action toward a new publication to be ready by mid 1989.

Palle Alone in the World

Palle Alone in the World is a children's story book, published in Denmark. The text of the story appears in Blissymbols with a Danish translation by Gosta la Cour tucked in a pocket in the back of the book. An English translation of this story has been written by Jinny Storr. This translation accompanies the Danish translation in the back pocket of the book. BCI now has a supply of the story books with both Danish and English translations.

Bickell Lecture

The Bickell Introductory Lecture has been developed for instructors to use within augmentative communication training programs. The material, presented in a folder, contains lecture notes, slides and overheads for one to three hours of instruction. This project is named for the Bickell Foundation which donated the funding. Promotional mailings have been sent to all Speech Pathology Schools in Canada and many universities, colleges and key institutions in North America involved in the field. Advertisements have been placed in the ASHA journal and in Communicating Together.

Outlook for 1987

After the rather unsettling year of 1986, plans are now well underway for a more vigorous approach to marketing within the new organizational structure of the Easter Seal Communication Institute. With several new Blissymbol materials available or under development, and many other new product lines, it is hoped we will be able to provide a valuable product service to Canadian augmentative communicators and those who work with them. Space in the new office has been allocated for display of products, and special units are being designed to display them to best advantage. Mary Lou Cairns has assumed the role of Co-ordinator of Information and Promotion, and is working closely with Board Member, Lang Moffat, to develop a comprehensive marketing and distribution program for the coming year. Information relating to 1987 has been compiled for this report by Ms. Cairns.

Respectfully submitted, April 3, 1987

Ann Kennedy

SYSTEM OFFICE ANNUAL REPORT 1986

Thanks to the support of the Henry White Kinnear Foundation, The Atkinson Foundation and several personal donations, the System Office continued to carry out three major functions within BCI in 1986. These include:

- 1.) developing the Blissymbol system and vocabulary,
- 2.) monitoring symbols contained in publications and computer software,
- 3.) responding to symbol requests from symbol users, parents and institutions.

SYSTEM DEVELOPMENT

The system co-ordinator made three presentations pertaining to system development in 1986.

BCI North American Affiliate Meeting

The first was given at the BCI North American Affiliate Meeting held in Orlando, Florida in May. During this meeting the system co-ordinator summarized the results of a questionnaire sent to a group of volunteers from the International Panel who have agreed to do preliminary or formative thinking prior to the circulation of regular questionnaires. In addition the co-ordinator organized study groups to exchange ideas for Blissymbols for activities of daily living. An important contribution was made to this meeting through the participation of Miss Sara Brothers, a new Panel Member and one of Orlando's first Blissymbol users.

BCI European Affiliate Meeting

The second was given at the BCI European Affiliate Meeting held prior to the Fourth ISAAC (International Society of Augmentative and Alternative Communication) conference in Cardiff, Wales in September. The presentation summarized the results of the formative questionnaire and the regular questionnaire which was sent to Members in June 1985. An evening Panel meeting Members chose to participate in one of three study groups. Topics covered by the groups included the further study and development of principles of usage*, Blissymbols for sex and reproduction and Blissymbols for activities of daily living. International participants were able to discuss developments by North American participants at the Orlando meeting.

Florida State Conference

The third was the presentation of a paper at the Florida State Conference. The paper was entitled Blissymbolics: Interdisciplinary Communication in the 21st Century and was written jointly by Claudia Wood and Virginia Smith. The paper was to illustrate the strengths of the system and the challenges and complexities involved in maintaining its integrity while responding to its usage and coordinating its further development. It outlined the current activities of BCI in continuing its support of the system.

* Principles of usage inherent in the system of Blissymbolics provide the capability of generating new meanings which are apparent to those with a good understanding of the system. Identification of such principles is an ongoing process, and the System Office anticipates the periodic publication of updated information of additional principles.

Communicating Together

In addition to presentations concerning the system, the system co-ordinator wrote a quarterly column, "Symbol Talk", for Communicating Together. This column presented system development news, ideas for teaching symbols and information about the use of Blissymbolics in other places.

System Data Base

Development of the system data base continued in 1986. The data base is intended to create a permanent record to be used as an authoritative source of the BCI Standard Vocabulary and principles of usage. It now contains entries for all items in the BCI Standard Vocabulary, information on the International Panel, a Blissymbol mailing list containing the names of those who have requested updated Blissymbol information and a Blissymbol file of ideas which will facilitate future symbol development. The data base will be helpful in the creation of a revised edition of Blissymbols for Use.

Revised Edition of Blissymbols for Use

Efforts during the latter part of 1986 were directed toward completing preliminary planning for a revised edition of Blissymbols for Use. The system co-ordinator, Claudia Wood, and consultant, Jinny Storm, attended the second annual OED (Oxford English Dictionary) conference, Advances in Lexicology held at Waterloo University in Kitchener, Ont., in November. Information gained at this conference has been helpful in planning the many facets of a Blissymbol dictionary. A project co-ordinator, Barbara Reid, was hired to oversee the development of the proposed publication. Meetings were held with consultants, Barbara Hehner and Jack Steiner, to discuss possible content, format and basic design principles of the book. A questionnaire was circulated to approximately 60 people in various countries and professions to gain feedback about the current edition of the book and ideas for the revised edition. The publication date for the new book is planned for the latter part of 1987.

BCI PROJECTS

The Symbol Office co-ordinated the monitoring of symbols and/or text appearing in the following publications or computer software in 1986:

BCI Projects and/or Publications:

Blissymbols software for the Icon computer

Blissymbols Project done in collaboration with Ikon Corporation, Ottawa, Ont. and McGill Centre for University Teaching and Learning, Montreal, Quebec.

Communicating Together

Icons - a Blissymbol module under development for a reading series published by Doubleday Inc.

Hamilton-Wentworth Collective Storybook Project paste-on Blissymbol strips for children's books

Monitoring of Publishing and Matters included in Blissymbols for Use (1986), Ontario, Ontario

Projects Originating Outside BCI:

Activity book to accompany TV Ontario children's show Today's Special
Advances in Rehabilitation Technology, chapter written by Denise Frankoff
Augmentative Communication: An Introduction published by The American Speech
and Hearing Association
Language Policy written by Caroline Musslewhite
Contemporary Linguistic Analysis published by Copp, Clark, Pitman Ltd.
Display in Canadian Pavilion at EXPO '86, Vancouver, British Columbia
Foundations of Communication and Language by Chris Kiernan
Newsarticle "A Message from Justin Clark", ARCH publications
Ontario Science Centre software for the ICON computer
Publicity brochure for Hamilton Wentworth Communication Collective
Three Blissymbol Stories written by the children in the
"Thriving in Challenge" class in Dollard des Ormeaux, Quebec. Project
co-ordinator: teacher, Gerry Meuris
Toward the Creative Use of Computers by Severely Disabled Persons Through
Adaptive Interface Systems: A Final Report published by the
Applications Programme at the Hugh McMillan Medical Centre, Toronto, Ont.
School bus logo for the Catholic School Commission of Montreal

SYMBOL REQUESTS

Blissymbols and/or information were provided in response to requests in 1986

1. Letters - twenty letters requesting newly approved Blissymbols and/or Blissymbols for specific purposes were received by the Symbol Office.
2. Telephone requests - Two telephone requests for specific Blissymbols were received by the Symbol Office.

Special thanks for thoughtful deliberations with regard to system development goes to the Members of the Symbol Committee: David Dineen, Barbara Hehner, Barbara Kates; to BCI Symbol Consultants: Jinny Storr, Peter Reich, Barbara Storr, Geoffrey Loker and to BCI Board Member, Chairman of the System Development and Institute Program committee, Dr. Richard Storr.

I wish to recognize also the valuable contribution of International Panel Members (Appendix I), BCI monitors (Appendix II), and System Office Staff:

Jennifer Blair, Assistant to Symbol System Co-ordinator (January-August, 1986)
John Egan, Computer Consultant
Doris Mahoney, Data Base Assistant

Respectfully submitted, April 2, 1987

Claudia Wood
Symbol System Co-ordinator

TRAINING REPORT

The year 1986 brought to the Training Department several changes and challenges. Anne Warrick, Program Co-ordinator, gave direction to the development of training and shared in the presentations for the training sessions held in Toronto in 1986. From June to year-end Mary Lou Cairns assisted with promotion and administration of training seminars. Anne Warrick left BCI in January, 1987 to pursue her career in an environment that offers more direct contact with children. In the late fall Ann Kennedy began taking on the responsibility for Training administration and promotion as one of her new roles.

All Toronto workshops were held at our Augmentative and Alternative Communication in Education (AACE) Resource Centre at Roywood School. A large classroom, with many display shelves along with audio-visual equipment donated by the Kiwanis Club of Toronto, provided a comfortable and informal training environment.

A new Elementary Training course outline was tested and implemented by Shirley McNaughton and Anne Warrick. This program was based on, and in part consists of, the Independent Study Program manual. This new course outline was used in Evanston, Illinois, Toronto and Orlando, Florida. To support BCI presentors in using the Independent Study Program rather than previous Worksheets, the Independent Study Program has been made available at a special price to BCI presentors and affiliates. (See Appendix C for listing of training sessions)

In November and December 1986, Anne Warrick, Shirley McNaughton and Ann Kennedy began developing and preparing an extensive training program to be offered through our new Resource Centre in the Easter Seal Society building or at location sites on request. This training began in February, 1987.

Respectfully submitted,

Mary Lou Collins, April, 1987

COMMUNICATING TOGETHER REPORT

Communicating Together has now entered its fifth year of publication with work presently well underway on the nineteenth issue. A new logo and design format was implemented with the first issue of 1986, and was well received by readers. This was part of the cost cutting measures implemented in the fall of 1985 and continuing through the past two years.

Communicating Together was granted second class mailing privileges in June, 1986. This has reduced the postage costs to less than half of the previous expense. It has, however, increased the costs for preparing the magazine for mailing as the post office has strict requirements regarding the sorting and bundling of the mail to qualify for the special rate.

To assist in this procedure, the Communicating Together mailing list was transferred from the Easter Seal computer to the IBM. Liam Egan, programmer, prepared a program which would sort the labels in the order required by the post office.

Additional budget savings were achieved when the magazine was granted an exemption from the Federal Sales tax.

Production costs were kept to a minimum by undertaking the editing of the magazine internally. Shirley McNaughton and Ann Kennedy have assumed this role, which though interesting and challenging, has proved to be a heavy responsibility four times a year.

Promotion has been undertaken through distributing complimentary copies to appropriate groups such as conference participants, workshop participants and relevant mailing lists.

Many new ISAAC members have subscribed to Communicating Together and a procedure is now in place for every new member who does not already subscribe, to receive a complimentary copy and promotion letter. In September, Communicating Together became an affiliated publication of ISAAC along with Communication Outlook, published by the Artificial Language Lab, East Lansing, Michigan.

Circulation has remained steady throughout the year. BCRC(UK) unfortunately felt they could no longer afford the cost of shipping 200 bulk magazines to the United Kingdom. We regret losing this readership in the UK, and plan a promotional mailing to encourage people in the UK to subscribe directly.

As a result of the many expenditure reducing procedures implemented in 1986, Communicating Together was able to improve its financial position from a major deficit in 1985 to a nominal profit.

Respectfully submitted

Ann Kennedy, April, 1987

ADMINISTRATION REPORT

Affiliates

Two Affiliate Meetings were held in 1986.

The North American meeting was hosted by Sandra Osborn, Director of the Crippled Children's Society of Orange County, Orlando, Florida, May 4-7, 1986. It was attended by fourteen professionals and provided many worthwhile discussions on system, training, product sales, promotion, as well as reports from Affiliates. The next North American meeting will be held in Toronto at our new Resource Centre, April 23-26, 1987.

The European Affiliate Meeting was held in Cardiff, Wales, September 21-22, prior to the ISAAC Fourth International Conference on Augmentative and Alternative Communication. It was chaired by Ena Davies and hosted and co-ordinated by a committee of the Blissymbolics Communication Resource Centre (UK). Participants attended from the United Kingdom, France, Holland, Norway, Sweden, Denmark, Italy, Spain, Portugal, Hungary, Israel, the United States and Canada. The meetings included reports from each country and discussion of system, training, materials, technology, organizational considerations and future plans. The next European Affiliate Meeting is tentatively planned for the fall of 1987 in Milan, Italy.

Presentors

In 1986, it was decided to discontinue BCI's training of new Senior Presentors in North America. Although Senior Presentors will always maintain their title as BCI Senior Presentors, they were asked to consider one of two options: that of becoming an active Training Associate or retaining a formal liaison with BCI through being an Affiliate. (see Appendix J for roles of Training Associates and Affiliates). Several new Senior Presentors from Europe were given their certificates: Thomas Franzkowiak and Annette Olbricht from West Germany, and Francoise Gaud, Anne Labreche, Chantal Wibaux, and Chantal Henry from France. We welcome the continuing association with BCI of all those who are Senior Presentors, Training Associates and Affiliates.

Funding

The continued support of the Easter Seal Society (Ontario) is gratefully acknowledged. As well, contributions from Service Clubs, corporations and individuals have enabled BCI to continue its work with nonspeaking children. The Pilot Clubs of Ontario have generously donated funds towards the production of an audio-visual presentation, and have continued their support of Communicating Together. The Kiwanis Club of Toronto has provided funds for the establishment of our Resource Centre. It is with appreciation that we recognize the following corporations and foundations for their donations to BCI:

Bank of Montreal
Barbecon Inc.
Canada Trustco
Canadian A.S.E. Limited
Canadian Imperial Bank of Commerce
Confederation Life Insurance Company
Dominion Securities Ames Limited
Fidelity Insurance Co. of Canada
Henry White Kinnear Foundation (The)
IBM Canada Limited
Molson Companies Donations Fund
Southam Inc.
Sun Life Assurance Co. of Canada
Toronto Star (The)
Warner-Lambert Canada Inc.
Xerox of Canada

We are extremely grateful for the interest and support of these donors.

Confer

The teleconferencing system CONFER, which is administered by BCI, has continued to expand and grow. There are now over eighty participants from Canada, the U.S., England, Ireland, Sweden and Israel in the general conference, IPC:AC (International Project on Communication: Augmentative Communication). We are now able to provide smaller subconferences for those with special interests. At present these subconferences include ones for the ISAAC Executive Committee, the ISAAC Committee Chairs, editors and executive, participants in the American Speech Language Hearing Association (ASHA) project, and one for the employees of Prentke Romich Company of Wooster, Ohio, supplier of communication aids. These subconferences provide an effective means for those with similar interests to communicate quickly, easily and efficiently.

The day-to-day operations of CONFER have been undertaken by John Dowling within his training program with the March of Dimes Microcomputer Applications Training Program. As of the first of April 1987, he is doing this as a part-time employee of The Easter Seal Communication Institute.

Agreements

In 1986, agreements were signed with a number of individuals and/or organizations for the use of Blissymbols in books, computer programs or other uses. These include:

Cambridge University Press, Publishers, for the use of Blissymbols in a book entitled Cambridge Encyclopedia of Language by David Crystal.

Copp Clark Pittman, Publishers, for the use of Blissymbols in a book entitled Contemporary Linguistic Analysis by William O'Grady and Michael Dobrovolsky.

Iris Fishman, of New York, New York, for the use of Blissymbols in a book entitled Electronic Communication Aids: Selection and Use.

Chris Kiernan of the University of Manchester, for the use of Blissymbols in a book entitled Foundations of Communication and Language.

Lord Roberts Community School for the use of Blissymbols on a school banner.

Ian MacKay of the University of Ottawa, for the use of Blissymbols in a book entitled Phonetics: The Science of Speech Production.

Jim Mackie for the use of Blissymbols in a computer program which provided Blissymbol communication between two Mackintosh computers and was displayed at EXPO '86 in Vancouver, B.C.

Caroline Musselwhite of Asheville, North Carolina, for the use of Blissymbols in a book entitled Cerebral Palsy.

University of Toronto, for the use of Blissymbols in a computer program developed within the ICON Software Development Program of the Ministry of Education.

Gerald Wallace of the University of Virginia for the use of Blissymbols in a book entitled Language Arts and Handicapped Learners: Development.

The effort and commitment shown by all the staff during our several moves and general disruption has been greatly appreciated. We look forward to adapting our systems and procedures to meet the needs of our new location.

Respectfully submitted,

Katherine Seybold, April, 1987
Katherine Seybold

APPENDIX A

AN EDUCATIONAL MODEL FOR SERVICE DELIVERY
ALTERNATIVE AND AUGMENTATIVE COMMUNICATION IN EDUCATION

Shirley McNaughton
Blissymbolics Communication Institute
Toronto Ontario Canada

Anne Warrick
Alternative and Augmentative Communication in Education
Toronto Ontario Canada

In 1985, the Blissymbolics Communication Institute established a new service in Toronto, supported by the Easter Seal Society, Ontario and the Toronto Kiwanis Club. It is called Augmentative and Alternative Communication in Education (AACE), and its objective is to provide information and assistance to users, educators, family and community members that will complement the intervention programs of the augmentative communication clinical programs in the province. Through a resource centre, training sessions and publications, AACE provides, information and encouragement: 1) to augmentative communicators wishing to take more responsibility for their communication programs; 2) to those in the community who give support to augmentative communicators; 3) to educators providing educational programs to augmentative communicators.

AACE sees its role as providing ongoing support to the user and his/her communication support network. In this way AACE complements the specialist augmentative communication service programs to which the augmentative communication user relates at critical decision-making points throughout his/her life.

This presentation will describe the training and consultation activities in which AACE has been involved during its first year. The effectiveness of AACE's role will be discussed with an ecological perspective, that views the nonspeaking person within all his/her living environments. AACE's interactions with specialists, consumers, families, teachers and community members will be an important focus in the presentation.

THE EDUCATIONAL NEEDS OF NONSPEAKING STUDENTS AND THEIR TEACHERS OR PRIMARY CAREGIVERS

Peter H. Lindsay, Ontario Institute for Studies in Education, Robert J. Cambria, Peel Board of Education, & Shirley McNaughton, Blissymbolics Communication Institute.

Although in recent years, there has been an increased interest in the development of augmentative communication and technological aids for nonspeaking students, relatively little attention has been paid to their educational needs and those of their teachers. There has been only one reported study that systematically investigated the incidence rates and perceived educational needs of nonspeaking students. This paper will present findings from a second study that was carried out in Ontario to investigate the specific educational needs of the nonspeaking student population and their teachers or primary caregivers.

Ontario is Canada's largest province with a total population of some eight million people and a school-age population of about one and a half million students. According to the incidence statistics produced by this study (i.e. 0.15%), there are a total of some 2300 nonspeaking school-aged individuals in the school systems of the province. Also according to the study, very few of the teachers working with these students have had any special training for dealing with nonspeaking students or their augmentative communication systems.

In terms of this study's procedures, 186 school boards were sent an outline of the general objectives of the study and three sets of questionnaires. Each questionnaire set addressed a different level in the system. The first set was for the resource person responsible for overall professional support and teacher training in the board in this area. This person also usually served as the board contact person for this study. The questionnaire for the resource person addressed such issues as the general types of training in the use of augmentative communication systems that previously had been provided by the board. It also addressed the educational supports perceived to be most critical for those teachers working with the nonspeaking population. The second set of questionnaires was addressed to teachers or primary caregivers of nonspeaking students. Here the information obtained was related to such things as the types of backgrounds or specialized training these teachers felt they needed. Finally the third set of questionnaires was used to obtain individual educational profiles of the 1500 nonspeaking students being served by the boards who had participated in the study.

A surprisingly high response rate was achieved: boards serving over 70% of the student population in the province responded to the questionnaire and their overall reactions to the survey were very positive. In addition to describing these reactions, the paper will discuss:

1. The general demographic characteristics of this population such as age, sex, and whether they live in an urban or rural community;
2. The frequency and types of additional cognitive/physical/sensory handicaps of the nonspeaking students;
3. Types of service presently being provided to the nonspeaking students;
4. The extent and type of training needs perceived by the teachers and primary caregivers to be most important for improving their effectiveness;
5. Some alternative approaches to meeting these specific service needs;
6. How some variables such as the student's age or sex interrelated with other variables such as the probability of the student having some sort of augmentative system or to the stated communication goals for that student;
7. The present study as a model for gathering information of this type in other jurisdictions.

BLISSYMBOL USE - 1986

Shirley McNaughton, Executive Director
Blissymbolics Communication Institute
Toronto Ontario Canada

Claudia Wood
Symbol System Co-ordinator
Blissymbolics Communication Institute
Toronto Ontario Canada

Since the first application of Blissymbolics with nonspeaking persons in Toronto, Canada in 1971; this communication system has spread to over 25 countries and support materials and publications have been translated into most west European languages. During this period of Blissymbol development and international growth, the field of augmentative communication has grown dramatically. The Blissymbolics Communication Institute, as worldwide licensee to the copyright on Semantography - Blissymbolics, held by C.K. Bliss, has had an exciting and challenging task. Much energy has been directed toward support of Blissymbolics while playing, as well, a contributing role within the broad context of the multi-faceted field of augmentative communication. Technology now offers scores of alternatives; graphic picture sets and symbols abound; augmentative communication systems are being recognized as multi-dimensional. Nonspeaking persons apply strategies to such techniques as pictures, symbols, orthography, signing, ideosyncratic gestures, speech, synthetic speech, devices and computers in ways that best meet the needs and capabilities of each individual.

- * What is the current status of Blissymbolics within augmentative Communication systems?
- * How are Blissymbols being taught?
- * How are Blissymbols being used?
- * What can research to-date tell the Blissymbol user and instructor?
- * What are the needs as identified by Blissymbol users, instructors, and the BCI?

From information collected by the Blissymbolics Communication Institute and reports prepared by BCI Affiliates, Blissymbol use will be described. Specific examples will be given and applications will be discussed within the context of current augmentative communication models and the materials, techniques and strategies that are now available.

TOWARD A MULTIDIMENSIONAL MODEL OF GRAPHIC SYSTEM EFFECTS

George R. Karlan
Purdue University
West Lafayette, Indiana

Shirley McNaughton
Blissymbolics Communication Institute
Toronto Ontario Canada

This presentation will develop and examine the implications of the basic premise that the effect of the graphic symbol system or set upon the functioning of the individual's communication system is multidimensional. In order to systematically examine the effects or possible effects that the graphic symbol system or set has upon the communicative functioning of the individual, it is necessary to identify two sets of variables. First we must identify a set of independent variables that represent features, variables or characteristics of the graphic symbols or of the systems or sets as a whole; these are variables that may influence the course of acquisition or use. Second, we must identify a set of dependent variables that represent the various effects upon the user's functioning, communicatively, cognitively, emotionally and socially.

This paper will describe a model developed by the authors in which a set of nine graphic features or characteristics are posited as relating to seven basic areas of effects. These independent and dependent variables have been derived from developmental, theoretical and empirical sources. Research already undertaken relating to these variables will be summarized. Future research directions and needs will be identified.

There are now many symbols systems and sets available to the clinician or educator and the decision as to which one, if any one, is most appropriate for a given student is becoming increasingly difficult. Systems have been compared by the use of classification structures, by listing properties and requirements of the system to match the developmental and functional capabilities of individual clients, and by studies that compare or describe them by one criterion. In each case, limited information is available. There is a strong need to compile information into larger databases so that more comprehensive analyses can be undertaken. This paper will describe the process and outcome of the Blissymbolics Communication Institute taking the multidimensional model already described and applying it to the task of designing a database.

TOWARD AN UNDERSTANDING OF GRAPHIC SYSTEM EFFECTS

INTRODUCTION

Shirley McNaughton,
Blissymbolics Communication Institute
Toronto Ontario Canada

As professionals in a field that is gradually broadening its knowledge base, we are beginning to refine our early questions relating to 'which system is best' and 'which system should an individual use'. We can now view an augmentative communication system as including the individual along with the many techniques and strategies being used to communicate in a variety of ways, with different persons, in different contexts, for different purposes, at different stages of the individual's development. Within this extended perception of an augmentative communication system, the graphic symbol system is an important component to be considered. Recognizing the lack of models and the early stage of research relating to graphic symbol systems within augmentative communication systems, several professionals with an interest in the processing of graphic information have been encouraged by the Blissymbolics Communication Institute to explore this area together. BCI has initiated this collaboration to facilitate a sharing of experience and knowledge toward the formulation of several theoretical models. The goal is to contribute to informed decision-making, as the graphic component within an individual's augmentative communication system is selected.

The following abstracts present the models arising from the association of five professionals with widely differing backgrounds. Each has benefited from the insights of the others; each brings his or her unique perspective to graphic symbol system effects within augmentative communication systems.

The models can be described as multidimensional (Karlan), wholistic (Verburg), dual coding (Yovetich), educational (McNaughton) and socio-developmental (Warrick). In all instances, the interaction, between the variables relating to learner, to those involved with the learner and to the graphic symbol systems, is considered a critical area for study.

The models are complementary: at times, overlapping and occasionally, discordant. They reflect the limited objective information we currently possess and indicate the research that is needed. Together, they attempt to capture the spirit of systems theory and to give a glimpse to the whole of the augmentative communication system through examining the graphic component within it from several different perspectives.

AN EDUCATIONAL MODEL RELATING TO THE GRAPHIC SYMBOL SYSTEM WITHIN AUGMENTATIVE COMMUNICATION

Shirley McNaughton
Blissymbolics Communication Institute
Toronto Ontario Canada

The educational model to be presented reflects the author's experience and interest in a dynamic and interactive approach to learning. The premises upon which it rests include:

1. Becoming a proficient augmentative communicator requires the selection and refinement over time of the techniques and strategies that can most effectively be learned and applied by the individual.
2. The nature of the graphic communication component within an individual's augmentative communication system influences the quality of communication, through the system's effect both upon the user and the listener.
3. The graphic communication system used by an individual can further the educational process as it contributes to cognitive, social, emotional, language and communication development.
4. Language and cognition have a reciprocal relationship, each interacting with the other in the course of their development.
5. Language has both non-communicative and communicative functions. Since speech contributes to these functions for the speaking child, the augmentative communication system should do likewise for the nonspeaking child.

The model treats learners as detectors of contingencies and testers of hypotheses who are driven continuously by the need to make sense of their environments. The teacher's role is that of the mediator and facilitator of learning, interacting with students in ways that are most conducive to their growing understanding and planning of their own learning programs. The environment provides the context and the stimulus for learning.

Within this educational model, the ways in which the graphic symbol system can enrich or limit communication are presented. The influence of the graphic symbol system upon the user's self-image and the image teachers and classmates have of him/her is described. The ways in which both the type of communication and the teachers' and students' perceptions of each other, influence the roles, experiences and learning opportunities of the nonspeaking student and his/her classmates are examined. Critical to the model is the opportunity for the nonspeaking student to function as an active and interactive individual within the educational environment, and knowledge on the part of the teacher, relating to communication, language, cognitive and social development.

**AUGMENTATIVE AND ALTERNATIVE
COMMUNICATION IN EDUCATION
(AACE)**

**A survey of the needs of nonspeaking students
and their teachers in the
Province of Ontario**

SUMMARY TABLES

DRAFT

DO NOT QUOTE

SUMMARY OF TABLES

1. TABLE 1 Characteristics of respondents
2. TABLE 2 Incidence and descriptive characteristics
(e.g. age, gender)
3. TABLE 3 Sensory and mobility aids
4. TABLE 4 Methods of "Intent to Communicate"
(detail and summary)
5. TABLE 5 Augmentative systems used - Proficiency,
effectiveness & percentage needing training
6. TABLE 6 Specified educational goals
7. TABLE 7 Specified social goals
8. TABLE 8 Specified communication goals
9. TABLE 9 Percent needing assessments & time since last
assessment
10. TABLE 10 Who does assessments
11. TABLE 11 Teacher preference

OVERVIEW

Response represents 40 Boards of Education throughout Ontario. Excluding one large board which will be discussed separately, these boards serve a total of 1015 nonspeaking students.

Table 1 provides information regarding the respondents' position, their total number of years teaching, both with speaking and nonspeaking students and their special education training.

Table 2 provides information regarding the age breakdown and the sex of the nonspeaking population. The distribution of age levels is compared to the findings of the Washington State study with the incidence rate for nonspeaking students being compared to those of three previous North American studies. It is of interest to note that the incidence rates across the studies are very close, suggesting that the .20% to .25% range may be a reliable index. The difference in the distribution across age ranges may reflect the earlier age at which school services are provided and also may be a function of our questionnaire which only asked for information on students between the ages of 5 and 21.

Table 3 (Sensory and Mobility Aids Used by Students) indicates the types of mobility aids and sensory aids used by the nonspeaking students. The percentages provided in the table are estimates of the total nonspeaking population using devices. Therefore, the percentage of all nonspeaking students using these devices is approximately half.

Table 4 (Methods for Demonstrating "Intent to Communicate" and Manner in Which Student Demonstrates) address the nonspeaking student's ability to be able to communicate at some level. In contrast to the Washington study which provided specific criteria for "intent to communicate", we asked an open-ended question. Interestingly, when the question was asked in this form, almost 90% of all nonspeaking students were believed by their teachers to have some ability to communicate.

Table 5 (Number using ACS and type used) shows the number of nonspeaking students who meet the minimal criteria for using an augmentative communication system. The table summarizes both the specific and the general forms of communication used by the students. According to these results 45% of the nonspeaking students are using some form of augmentative communication with almost a third of those using sign. Note that, unlike the Washington study, we did not accept "gestures and emotion" as formal augmentative systems and hence, we have a somewhat lower percentage using ACS. We did, however, include any level of sign proficiency in the signing category. Thus a student who had only one sign would qualify as a signer. For this initial analysis, we have called "sign" pointing, gestures and formal signing. When looked at this way, about 2/3 of the augmentative users fall in the sign category.

Tables 6 to 8: These tables summarize the information about the teachers' educational, social and communication goals for their students. This data was obtained through open-ended questions. The tables illustrate the wealth and diversity of goals established for the nonspeaking student. Teacher responses indicate that many of the goals (e.g. development of self help skills, visual tracking) are included in more than one of the general goal areas.

Table 9 and 10 (Time Since Last Assessment) deals with assessment data. As Table 9 indicates, at least 20% of the nonspeaking students have never undergone a formal language assessment. Since 64% have undergone at least one formal language assessment, the maximum needing an initial assessment would be 36%. Adding this number to the percentage requiring a follow-up assessment indicates that approximately 72% or three-quarters of the nonspeaking student population may require some type of formal language assessment.

Table 11 summarizes the teachers request for knowledge and then preferred formats for obtaining it.

AACE SURVEY OF NON-SPEAKING STUDENTS

CHARACTERISTICS OF RESPONDENTS

POSITION OF RESPONDENT

POSITION	NUMBER	PERCENT
Teacher	209	78.7%
Special Education teacher	19	7.1%
Consultant	10	3.7%
Resource person	5	1.9%
Speech pathologist	3	1.1%
Principal	2	.7%
Teacher Aid	2	.7%
Other	18	6.7%

TEACHING EXPERIENCE

	MEAN	MEDIAN
Total years teaching	11.6	10.0
Total years teaching non-speaking	5.4	4.0
Has how many non-speaking students	4.5	3.5
How many have an ACS	2.9	1.0

SPECIAL EDUCATION TRAINING

TRAINING	NUMBER	PERCENT
Special Education I	36	15.1%
Special Education II	39	16.4%
Special Education Specialist	98	41.2%
TMR I	24	10.1%
TMR II	12	5.0%
Sign Language	6	2.5%
Early Childhood Education	3	1.3%
Other	20	8.4%

91.5% report having some type of formal special education training

AACE SURVEY OF NON-SPEAKING STUDENTS

INCIDENCE RATES FOR NON-SPEAKING STUDENTS

ORANGE COUNTY	WASHINGTON RURAL	WASHINGTON URBAN	BRITISH COLUMBIA	ONTARIO ADM	ONTARIO ACT
.20%	.30%	.60%	.20%	.15%	.22%

DESCRIPTIVE CHARACTERISTICS

SEX

MALE: 55.4%

FEMALE: 44.6%

DISTRIBUTION OF AGE LEVELS (CODED ACCORDING TO THE AGE LEVELS USED IN THE WASHINGTON STUDY)

AGE	ONTARIO FREQUENCY	ONTARIO PERCENT	WASHINGTON (URBAN)
4 - 5 yrs	53	5.3%	19%
6 - 11 yrs	374	37.1%	32%
12 - 16 yrs	337	33.4%	25%
17 - 21 yrs	243	24.1%	23%
	8	Missing	
TOTAL	<u>1015</u>	<u>100%</u>	<u>100%</u>

VALID CASES ONTARIO: 1007
WASHINGTON: 892

MEAN AGE: 12 YEARS 7 MONTHS

AACE SURVEY OF NON-SPEAKING STUDENTS

SENSORY AND MOBILITY AIDS USED BY STUDENTS
 SENSORY AIDS
 (N = 514)

SENSORY AID	NUMBER OF RESPONSES	PCT OF RESPONSES
None	387	44.4%
Switch activated devices	143	16.4%
Glasses	129	14.8%
Eating aids	121	13.9%
Hearing aids	32	3.7%
Writing tools	49	5.6%
Page turners	11	1.3%
	-----	-----
TOTAL RESPONSES	872	100.0%

MOBILITY AIDS
 (N = 550)

MOBILITY AID	NUMBER OF RESPONSES	PCT OF RESPONSES
None	291	35.8%
Wheelchairs	374	46.1%
Powered wheelchair	53	6.5%
Walker	43	5.3%
Scooter	1	0.1%
Other	50	6.2%
	-----	-----
TOTAL RESPONSES	812	100.0%

AACE SURVEY OF NON-SPEAKING STUDENTS

MANNER IN WHICH STUDENT DEMONSTRATES
"INTENT TO COMMUNICATE"
(N = 861)

METHOD	NUMBER OF RESPONSES	PERCENT OF CASES
1. Speech, verbalizing	227	26.4%
2. Gestures	210	24.4%
3. Sounds	185	21.5%
4. Signing	166	19.3%
5. Vocalization	142	16.5%
6. Actions	138	16.0%
7. Eye contact	102	11.8%
8. Facial expressions	75	8.7%
9. Pointing	42	4.9%
10. Eye pointing	29	3.4%
11. Touching	25	2.9%
12. Limited signing	20	2.3%
13. Blissymbolics	19	2.2%
14. Direct leading	16	1.9%
15. Picboard	15	1.7%
16. Picture symbols	8	0.9%
17. Locomotion	8	0.9%
18. Echolalia	8	0.9%
19. Communication board	5	0.6%
20. Printing	3	0.3%
21. Inappropriate behaviour	3	0.3%
22. Writing	3	0.3%

METHODS FOR DEMONSTRATING "INTENT TO COMMUNICATE"
GROUPED ACCORDING TO TYPE OF METHOD
(N = 861)

TYPE OF METHOD	NUMBER OF RESPONSES	PCT OF RESPONSES
Gesture/emotion (Washington Study)	517	35.7%
RURAL		
URBAN		
Verbalization	562	38.8%
Formal systems: Signing	186	12.8%
Formal systems: Picture symbols	53	3.7%
Use of eyes (contact & pointing)	131	9.0%
TOTAL RESPONSES	1449	100.0%

AACE SURVEY OF NON-SPEAKING STUDENTS

TYPE OF ACS USED

TYPE OF ACS	ONTARIO	WASHINGTON	
		RURAL	URBAN*
Sign	32.2%	21.7%	37.6%
Gesture/emotion	35.7%	37.4%	27.6%
Language boards	5.7%	7.1%	17.2%
Electronic	1.5%	4.5%	5.6%
Other	3.1%	4.7%	1.4%
TOTAL	78.2%	75.4%	89.4%
TOTAL WITHOUT "Gesture/emot"	45.5%	38.0%	61.8%

(* These are the figures excluding students with sensory impairment)

PROFICIENCY WITH PRIMARY ACS

	GOOD	AVERAGE	POOR
PRIMARY SYSTEM	12.3%	23.7%	64.1%
SUPPORT SYSTEM I	16.0%	30.7%	53.4%
SUPPORT SYSTEM II	15.4%	53.8%	30.8%

EFFECTIVENESS OF ACS SYSTEM

	VERY EFFECTIVE	SOMEWHAT EFFECTIVE	BETTER THAN NOTHING	INEFFECTIVE
With speaking peers	7.3%	30.3%	26.1%	36.3%
With non-speaking peers	4.7%	18.2%	21.3%	55.8%

PERCENT SAYING STUDENT CURRENTLY NEEDS TRAINING ON ACS: 95.5%

PERCENT OF NON-SPEAKING STUDENTS MEETING "MINIMAL CRITERIA" FOR ACS

EAST (RURAL)	WEST (URBAN)	ONTARIO
56.2%	62.4%	87.7%*

AACE SURVEY OF NON-SPEAKING STUDENTS

TEACHER SPECIFIED EDUCATIONAL GOALS
(In order of frequency of occurrence)
(N = 972)

EDUCATIONAL GOAL	NUMBER OF RESPONSES	PCT OF RESPONSES
1. Self help skills	333	19.2%
2. Improved communication	334	19.2%
3. Motor skills	247	14.2%
4. Functional curriculum	150	8.6%
5. Independence	103	5.9%
6. Readiness	96	5.5%
7. Sensory stimulation	80	4.6%
8. Increased attention span	60	3.5%
9. Vocational skills	37	2.1%
10. Awareness of surroundings	28	1.6%
11. Prevocational skills	27	1.6%
12. Following directions	24	1.4%
13. Increase appropriate behaviour	25	1.4%
14. Responding	24	1.4%
15. Eye contact	22	1.3%
16. Decrease inappropriate behaviour	21	1.2%
17. Age-appropriate activities	20	1.2%
18. Community involvement	18	1.0%
19. Appropriate play	17	1.0%
20. Integrate full or part	17	1.0%
21. Visual tracking	8	0.5%
22. Peer interaction	7	0.4%
23. Maintenance program	7	0.4%
24. Individual program plan	5	0.3%
25. Microcomputer program	3	0.2%
26. Develop self worth	2	0.1%
27. Other	22	1.3%

AACE SURVEY OF NON-SPEAKING STUDENTS

TEACHER SPECIFIED SOCIAL GOALS
(In order of frequency of occurrence)
(N = 926)

SOCIAL GOAL	NUMBER OF RESPONSES	PCT OF RESPONSES
1. Peer interaction	387	30.2%
2. Increase appropriate behaviour	196	15.3%
3. Decrease inappropriate behaviour	105	8.2%
4. Awareness of surroundings	72	5.6%
5. Improved communication	69	5.4%
6. Self help skills	67	5.2%
7. Appropriate play	61	4.8%
8. Independence	53	4.1%
9. Responding	47	3.7%
10. Integrate full or part time	38	3.0%
11. Increase attention span	34	2.7%
12. Eye contact	28	2.2%
13. Community involvement	26	2.0%
14. Develop self worth	18	1.4%
15. Motor skills	8	0.6%
16. Following directions	6	0.5%
17. Vocational skills	5	0.4%
18. Readiness	4	0.3%
19. Trusting others	2	0.2%
20. Prevocational skills	3	0.2%
21. Functional curriculum	1	0.1%
22. Sensory stimulation	1	0.1%
23. Maintenance program	1	0.1%
24. Other	28	2.2%

AACE SURVEY OF NON-SPEAKING STUDENTS

TEACHER SPECIFIED COMMUNICATION GOALS
(In order of frequency of occurrence)
N = 907

COMMUNICATION GOAL	NUMBER OF RESPONSES	PCT OF RESPONSES
1. Increase speech vocalization	223	18.2%
2. Communicating needs	202	16.5%
3. Increase signs	167	13.6%
4. Increase pictures, symbols	126	10.3%
5. Responding	118	9.6%
6. Eye contact	50	4.1%
7. Learn pictures, symbols	35	2.9%
8. Increase expressive & receptive language	34	2.8%
9. Learn signs	29	2.4%
10. Gestures	28	2.3%
11. Visual tracking	26	2.1%
12. Vocal imitation	22	1.8%
13. Spontaneous picture, symbol use	14	1.1%
14. Learn speech	12	1.0%
15. Initiate and imitate activities	6	0.5%
16. Auditory tracking	15	1.2%
17. Eye pointing	12	1.0%
18. Listening, attending	22	1.8%
19. Writing or typing	11	0.9%
20. Spontaneous use of signs	11	0.9%
21. Spontaneous speech	8	0.7%
22. Other	55	4.5%

AACE SURVEY OF NON-SPEAKING STUDENTS

ACS ASSESSMENTS

	WASHINGTON		ONTARIO
	RURAL	URBAN	
Percent needing initial assessment:	44.5%	16.2%	35.7%*
Percent needing follow-up assessment:	27.8%	19.1%	36.0%

TIME SINCE LAST ASSESSMENT
(Ontario data only)
(N = 653)

TIME	NUMBER OF RESPONSES	PCT OF RESPONSES
Within previous year	352	53.9%
One to two years	117	17.9%
Two to three years	61	9.3%
Three to four years	28	4.3%
Four to five years	18	2.8%
Five to six years	10	1.5%
Six to seven years	9	1.4%
Seven to eight years	1	.2%
Nine to ten years	1	.2%
Greater than ten years	54	8.3%
	364	Missing

* This data was not obtained in the ONTARIO study, but since 64.3% are known to have had at least one assessment, then the maximum needing an initial assessment would be 35.7% - about midpoint of Washington data

AACE SURVEY OF NON-SPEAKING STUDENTS

WHO DOES ASSESSMENTS
(N = 768)

ASSESSOR	NUMBER OF RESPONSES	PCT OF RESPONSES
Board employee	282	36.7%
Treatment centre	224	29.2%
Hospital	52	6.8%
Private therapist	41	5.3%
Other	138	18.0%
Do not know	31	4.0%

NUMBER OF PREVIOUS ASSESSMENTS
(N = 833)

NUMBER OF ASSESSMENTS	NUMBER OF RESPONSES	PCT OF RESPONSES
0	178	21.4%
1	226	27.0%
2	137	16.4%
3	92	11.0%
4-5	46	5.6%
6-10	36	4.4%
10+	7	.8%
Do not know	111	13.3%

AACE SURVEY OF NON-SPEAKING STUDENTS

TEACHER'S EDUCATIONAL PREFERENCES AND NEEDS

[VH = Very Helpful

H = Helpful]

	WASHINGTON				ONTARIO	
	RURAL		URBAN			
	VH	VH+H	VH	VH+H	VH	VH+H
I. Information respondent would personally find helpful:						
- Pre-requisites of ACS	55%	91%	55%	91%	51%	88%
- Curriculum approaches	66%	93%	69%	95%	64%	94%
- Special reading systems	54%	83%	50%	88%	46%	88%
- Funding sources for ACS	54%	87%	64%	94%	41%	76%
- Appropriate referral agencies	60%	90%	58%	95%	-	-
- Psycho-social development	-	-	-	-	46%	89%
- Spec technology for comm.	-	-	-	-	45%	86%
II. Most effective format for dissemination:						
- Literature	-	-	-	-	23%	81%
- Itinerant resource teacher	-	-	-	-	61%	92%
- Audiovisual materials	-	-	-	-	34%	90%
- Workshops	-	-	-	-	77%	99%
- College courses	-	-	-	-	29%	78%
- In-service training	-	-	-	-	75%	98%
- Teacher visit to res. centre	-	-	-	-	47%	90%
- Computer bulletin board	-	-	-	-	6%	41%
- Telephone hot line	-	-	-	-	14%	44%
III. Degree of helpfulness:						
- Teacher release time	49%	80%	59%	92%	83%	96%
- Funding for equipment	44%	80%	57%	88%	65%	94%
- Information for parents	51%	83%	57%	94%	54%	93%
- Information for teachers	-	-	-	-	79%	99%
- Information for administrators	41%	82%	51%	93%	58%	92%
- Other						

Sample Summary of Comments on Survey Returns

- a special teacher to work with students individually.
- with advent of Bill 82, there should be more inservice and preparation training provided to teachers and aides of regular classes.
- considering that the Hamilton Board has an augmentative communication resource person, I find it difficult to comprehend how other boards can be without such a truly essential service.
- I was given time off teaching to go to a 3-day training session in Blissymbolics. It was very intense and extremely valuable. Training at that level is needed and appreciated.
- Inservice and workshops providing "hands on" is the best for my personal development.
- Best learning experience is on the job training with a resource teacher for assistance when the need arises.
- Need for teacher, professional development. The satellite class in a high school is involved with teachers that have little or no training knowledge of the resources, courses, facilities.
- A better ratio between speech paths and augmentative communication resource teachers and student population.
- The future for these students, after elementary system.
- Worksheets in symbols and signs, workbooks.
- Visit classroom where teachers with specialized training are teaching nonspeaking students.
- I hope this information becomes more than a gathering of statistics and develops the type of resources described above.
- Information about workshops, new literature, etc. provided by a newsletter.
- Help! We are in desperate need of communication systems for nonverbal children and special training for staff and parents. Offer me courses, any assistance. I'll take it! (Christine Bettinson - teacher, Halton).
- Communication decisions must be made early.
- Because this is such a critical area for working in special education, I would want to get the most help possible for my students.
- A specialist within the board to act as resource.
- Need for physio/OT.

APPENDIX C

The following training sessions were held in 1986:

	Number trained
March 3 Total Augmentative Communication in Education: Pictures, Blissymbols, Signing Words	22
March 4 A Practicum to the Blissymbolics Communication Institute Independent Study Program	10
March 5 Supporting Augmentative Communication for the Integrated Student	16
July 7 Blissymbols and Reading	12
July 8 Experiences in Total Communication	17
July 11 A Practicum to the Blissymbolics Communication Institute Independent Study Program	2
July 24 Forty Hour Blissymbolics Workshop, Creston, British Columbia	9
Oct. 24 Elementary Blissymbolics Workshop, Creston, British Columbia	<u>7</u>
	<u>95</u>
Number of Independent Study Kits sold in 1986	69
Number of applicants successfully completing the exam in 1986 through Independent Study Program (includes 1985 purchasers of Independent Study Kit)	161

STATISTICS FOR BCI ELEMENTARY TRAINING WORKSHOPS

		<u>Total Attendance</u>	<u>Completion of exam</u>
April 2- June 4/86	Elementary Workshop Hamilton	13	13
June 18-21	Communicating With Blissymbolics-Short course for Instructors - Evanston, Illinois	16	4
July 9-11	Elementary Training Workshop - Toronto	9	8
Nov. 21	Five Day Blissymbolics Workshop - Creston, British Columbia	19	19
Dec.3-5	Elementary Training Orlando, Florida Sandra Osborn	<u>9</u>	<u>6</u>
		<u>66</u>	<u>49</u>

Out-reach Training Seminars:

Orientation to Augmentative Communication
 Perspectives in Augmentative Communication
 Perspectives in Special Education Teachers
 Perspectives in Special Education Teachers for Residential Care
 Counsellors
 Total Communication for the Developmentally Handicapped
 The Easter Seal Society Parent Delegate Resource Program, Eastern
 Regional Conference, Belleville, March 1986
 Southwestern Regional Conference, Kitchener, May 1986
 Northern Regional Conference, Sudbury, May 1986
 Central Western Conference, Mississauga, June 1986
 The Easter Seal Society, "Sharing the Caring", Mississauga,
 November, 1985

APPENDIX D

AACE Consultations and Sharings

Niagara Regional Centre, Niagara, Ontario
Paraprofessional Outreach Program, Toronto, Ontario
Oakville Regional Centre, Oakville, Ontario
Mr. & Mrs. J. Lan and Family
Mr. & Mrs. P. Robson and Family
Our Lady of Fatima School, Brampton, Ontario
Metropolitan Toronto Home Care, Toronto, Ontario
Science North, Sudbury, Ontario
Ms. C. McDermott, Physiotherapist, Toronto, Ontario
Ms. A. Cole, Ms. M. Penitch, Smith Falls, Ontario
Humber College - students, Toronto, Ontario
Seneca College - students, Toronto, Ontario
Ontario Institute for Studies in Education, Toronto, Ontario
The Hugh MacMillan Medical Centre - staff, Toronto, Ontario
Metro Toronto Parks and Recreation, Toronto, Ontario
Metro Toronto Association for the Retarded, Toronto
Metro Toronto School Board, Toronto, Ontario
Bob Rumball Centre for the Deaf - staff, Toronto, Ontario
Halton Separate Board of Education - staff, Burlington, Ontario
Toronto Separate School Board, Toronto, Ontario
Augmentative Communication Service (HMMC), Toronto, Ontario
Thames Valley Treatment Centre, London, Ontario
Oxford Regional Centre, Woodstock, Ontario
The York Board of Education, Aurora, Ontario
Simcoe School Board, Collingwood, Ontario
Frontenac School Board, Kingston, Ontario

APPENDIX E

Conference Participation by AACE Professionals:

ASHA Curriculum Presentation Conference, Orlando, Florida,
January, 1986
Canadian Rehabilitation Council for the Disabled, Toronto, June
1986
BCI North American Affiliate Meeting, Florida, May 1986
ISAAC Regional Conference, Orlando, May 1986
Apple Computer Seminar, Toronto, June 1986
Phonic Ear Seminar, Toronto, June 1986
Association of Treatment Centres of Ontario, Kingston, June 1986
Canadian Cerebral Palsy Association, Montreal, June, 1986
Biennial Conference, International Society for Augmentative and
Alternative Communication, Cardiff, Wales, September, 1986
Annual Provincial Conference, Easter Seal Society, Ontario,
October, 1986
Annual Conference, American Speech-Language-Hearing Association,
Detroit, November, 1986

APPENDIX F

Liaising Organizations:

Provincial:

Advocacy Resource Centre for the Handicapped, Toronto, Ontario
Association of Treatment Centres Ontario, Toronto, Ontario
Augmentative Communication Service (HMMC), Toronto, Ontario
Bob Rumball Centre for the Deaf, Toronto, Ontario
Blissymbolics Communication Institute, Toronto, Ontario
Communication Action and Awareness, Toronto, Ontario
Developing Aids for Disabled Adults (DADA), Toronto, Ontario
Ministry of Education, Toronto, Ontario
Ministry of Health - Assistive Devices Program, Toronto, Ontario
Ontario March of Dimes (MATP), Toronto, Ontario
Paraprofessional Outreach Program (POP), Toronto, Ontario
Provincial Boards of Education, Ontario
Ontario Federation for the Cerebral Palsied, Toronto, Ontario
Ontario Institute for Studies in Education, Toronto, Ontario
Science North, Sudbury, Ontario
The Easter Seal Society, Ontario, Toronto, Ontario
The Hugh MacMillan Medical Centre, Toronto, Ontario
Oxford Regional Centre, Woodstock, Ontario
Metropolitan Toronto Library, Toronto, Ontario

North American:

American Speech Language Hearing Association, Rockville, VA,
U.S.A.
RESNA, Association for the Advancement of Rehabilitation
Technology, Washington, D.C., U.S.A.

International:

International Project on Communication Aids for the Speech
Impaired (IPCAS)
International Society for Augmentative and Alternative
Communication (ISAAC)

AACE Advisors and Presentors

Barbara Kates	Joan McFadden
Joan MacGillies	Bruce Baker
Katy Mann	Mike Molte
Ruth Harrington	Derrin Seton
Kari Harrington	Mary Lou Miers
Gwen Mann	Anne Cummings
Cathy Fairley	Elaine Drover
Nancy Lageer	John Dowling
Claudia Wood	George Karlan
Jane Green	Penny Parnes
Lynnette Norris	Aaron Armfield
Glenn McFadden	David Orcutt
Barbara Rush	Gary Zemlack

A new name for new services

ESCI is expanding upon the services provided by the Blissymbolics Communication Institute (BCI) and the Augmentative and Alternative Communication with Education (AACE) Program.

- ESCI combines the philosophy and role of the Blissymbolics Communication Institute, founded in 1975, with an Ontario education service for all types of augmentative communication.
- ESCI – builds upon the experience and knowledge gained since the pioneering work in Blissymbolics in 1971 at the Ontario Crippled Children's Centre.
- ESCI – focuses upon support to educators, complementing the augmentative communication assessment programs throughout Ontario.

BLISSYMBOLICS COMMUNICATION INTERNATIONAL (BCI)

Within ESCI, Blissymbolics Communication International focuses upon Blissymbolics for persons with communication, language and learning difficulties. BCI develops Blissymbol publications and maintains system standards through the work of an International Symbol Panel and the support of a worldwide affiliate network.



EASTER SEAL COMMUNICATION INSTITUTE

Supporting Education for Augmentative Communicators



Services

Resource Centre

A Centre for all those who wish information about augmentative communication: reference publications, displays, instructional materials, library search capability.

Training

Seminars directed to professionals and parents to support educational programs of augmentative communicators. Topics include augmentative communication, language arts, graphic and manual communication systems, classroom dynamics, curriculum considerations, augmentative communication technology and Blissymbolics.

Consultation

Toward meeting the needs of augmentative communicators, through program planning, problem solving and developing support systems.

Distribution of Communication Materials & Publications

- Augmentative communication resource publications
 - Graphic communication systems and materials
 - Blissymbol communication and instruction materials
-

Communicating Together

A quarterly magazine for augmentative communicators, their families and all those who interact with them. Features teaching ideas, and articles relating to the experiences of nonspeaking people. *Communicating Together* is an affiliated publication of the International Society for Augmentative and Alternative Communication (ISAAC).

Confer Computer Conferencing

A computer teleconference focusing on issues related to augmentative communication – with participants from Canada, United States, United Kingdom, Sweden and Israel.

ESCI Information Service

A set of publications distributed four times per year:

- AAC journal
 - Communicating Together
 - Communication Outlook
 - ESCI Newsletter for Ontario educators
-

Community Presentations

Augmentative communicators and augmentative communication specialists give presentations to professional and community groups relating to augmentative communication and the services offered by ESCI.

EDUCATING JULIE: THE PROCESS AND THE PEOPLE

SHIRLEY McNAUGHTON

Shirley McNaughton is the executive director of the newly named Easter Seal Communication Institute (formerly Blissymbolics Communication Institute and Augmentative and Alternative Communication with Education). In her role as consultant within the educational support service of the Institute, she wrote the following article in collaboration with Margaret and Peter Robson. It serves as a sharing of the way in which the Institute works with parents and educators toward better educational opportunities for students who use augmentative communication systems.

This is an article about process — the process of educating a particular child with special needs. But, of course, the process exists because of the child, and must include all of the people who support and contribute to the child's educational program. So this is also an article about people. It is not a vignette with a clear happy or sad story line; it is a glimpse into a long-term effort to create learning opportunities for a unique individual. It involves many persons who bring diverse perspectives and who have either primary or secondary roles to play. Their interaction with each other and with the child creates the educational process. The participants determine whether the process will stimulate, encourage and optimize learning or whether it will reduce attention and interest and minimize opportunities for personal growth.

Involved throughout are Julie Robson, student, and her parents Margaret and Peter. Coming and going through the years, as circumstances allow and dictate are a host of other short-term (given a lifetime perspective) and intermittent supporters — people who will directly or indirectly participate in Julie's educational experience. Providing the structure through which Julie's educational program will be planned and implemented is the Frontenac County Board of Education, supported by a range of services including

Julie's pediatrician, Dr. Brian Wherrett; the Easter Seal Society district nurse, Nesta Wiskin; the Child Development Centre, Kingston; the Augmentative Communication Service, Hugh MacMillan Medical Centre, Toronto; and the Easter Seal Communication Institute (ESCI), Toronto.

Of critical importance every year, is Julie's teacher who must draw upon the best from each of the resources available and apply them within the classroom to Julie's and her classmates' benefit. This year her teacher is John Paterson — a very special teacher for a very special student.

Process is defined in Webster as "continuing development involving many changes". Margaret and Peter often identify the need for change in Julie's program. Implementation of change has been the responsibility of the many educators involved in Julie's educational program over the years. From his position as assistant superintendent, Frontenac County Board of Education, Colin Vickers facilitates the process. There's a complex structure surrounding this sixteen-year-old's educational program. The process always requires fine tuning.

A Portrait of Julie

The focus of it all is Julie. As described by her mother:

Julie is our youngest child and lives at home with us. She has two older, married brothers. Her medical diagnosis is cerebral palsy. She is nonverbal and uses Blissymbols. She has had a spinal fusion. There was some damage to the nerves at the time of the fusion which has added to her problems. She is a people person, very friendly but a little bit shy sometimes. She has a very good sense of humour. At age sixteen, her life revolves around her family, and family members. She knows who she is and where she stands in the universe, I think. Her self esteem is pretty good, considering all the medical problems she has been through.

She's happy more than she's sad. There are times of unhappiness, when people don't understand what she's trying to communicate. She's very sensitive to people being impatient with her and not knowing that she's just trying to communicate in a way they don't want to accept. But she's also very persistent if she really wants to do something herself. No amount of saying "Can I help you?" will make her let you help her.

Educational Goals

Margaret and Peter Robson are supportive of the current educational goals that they helped define for Julie: to show increased independence and initiation of communication; to be meaningfully integrated into the regular program as much as possible; to improve her communication through increased use of her augmentative communication system; to become more responsible for her own care and activities; and to maintain her physical level of functioning. They know as well, however, that it will be the manner in which these goals are implemented that will determine their value for Julie. They realize that Julie must be a participant, not an observer, in her



Julie with her friend, Mike Bettle.

integrated experience. They recognize that some modifications are necessary in physical facilities and devices and that her educators must have training and understanding in order that the integration goals for Julie will be met. They emphasize the need to focus upon what she is able to do, not on what she is physically unable to do, in activities directed toward becoming more independent, self-initiating and assuming responsibility. They are determined as they stress that the educator's responsibility is *to find out how* Julie's communication system works, not to *change* it. They believe strongly that they are the best people to provide the teacher with information about Julie and her way of communicating. They have sixteen years of experience!

The good years come when Julie has a teacher who is a good communicator, with strong educational competence and a willingness to accept information and suggestions from her parents. 1986-87 is one of those school years! John Paterson and his non-teaching assistant, Donna Eves, are providing an educational program for Julie in which the broad goals have been clearly defined. As teacher, Mr. Paterson has taken responsibility for setting the goals, but the *process* through which they have been developed and through which they will be implemented gives ample opportunity for input by the Robsons.

Also contributing directly to this year's program is Carolyn Benjamin, speech pathologist at the Child Development Centre. She has provided consultation to Margaret, who has produced Julie's new communication board, and liaised with Maggie Axford, school speech pathologist.

Next year the responsibilities will likely change, as different priorities are set for Julie. The on-stage characters will vary, but off-stage, the resources will be there should the Robsons decide to request them.

ESCI Has a Role on Julie's Team

It was through the Robsons that, in the spring of 1986, the Institute was invited to become involved, to support educational planning as needed and to complement the community-based services already available to Julie. For several years the Robsons and the school administration had experienced difficulties in agreeing

on the provision of educational services for Julie. This had led to confrontation on a number of occasions. Despite many meetings and much discussion, the results still had not been satisfactory to the Robsons. In preparation for the 1986-87 school year, the Robsons requested an educational planning meeting to which an ESCI consultant was invited. It was held on May 30, 1986 and enabled parents, pediatrician and representatives from Frontenac County School Board, Child Development Centre and ESCI to coordinate the ways in which they would contribute to Julie's program. During the current school year, an ESCI consultant has contributed to the vocabulary selection and display organization for the new communication board developed by Margaret Robson and Carolyn Benjamin. Another ESCI consultant has been able to discuss with mother and teacher specific activities through which the educational goals for Julie can be realized. Preparation for future living situations has been included in the learning experiences planned for Julie. John Paterson strives for learning to be relevant to the environments in which his students function. Discussions with the consultant allowed him to look ahead to the possible environments in which Julie will live as an adult and to plan communication and interaction experiences directed toward these future environments.

Plans have been made for a school visit by an ESCI consultant to orientate other students in Julie's school to augmentative communication.

But most important, ESCI has had the opportunity to contribute to the process of school and family working together toward the best long-term educational program for Julie.

Margaret Robson concedes they've been the kind of parents who are seen as a "spearhead with a point on it", that they've always wanted *more* for Julie and have never given up trying to get it. She also admits their strong frustration and disappointment when they have been unable to achieve satisfactory programs. They have experienced many clashes during their struggle for educational opportunities to meet Julie's needs.

In observing the results both positive and negative from parents,

teachers, speech pathologists, therapists, doctors, nurses, administrators and consultants, all interacting on Julie's behalf through the years, I can't help but focus upon the role of communication in the process. The good years included constructive relationships, parents and professionals working together with shared goals. The poor years contained tension and misunderstanding, with conflicting perceptions of motives and objectives. Margaret defines a good teacher as one who knows how to teach and how to communicate. She sees a good learning situation for Julie as one in which she has caring people and in which her communication is understood. She stresses that communication between teacher and parents is critical to the educational process.

As ESCI expands its service to educators in Ontario, it will be exciting to try to apply to the planning of students' programs, the communication knowledge we've learned in working with augmentative communicators. Our hope is that our efforts will bring enriched educational opportunities to Julie and the many other Ontario students who use augmentative communication. I expect that every person who participates in the process will improve his or her own communicative abilities. Enhanced communication for those of us able to speak is but one of the benefits to be gained from working together toward improved education programs for augmentative communicators.

A challenging process — but with benefits to us all! □

Resources

- The Easter Seal Society, Suite 404, 797 Princess Street, Kingston, Ontario K7L 1G1
- Child Development Centre, Hotel Dieu Hospital, 166 Brock Street, Kingston, Ontario K7L 5G2
- Augmentative Communication Service, (ACS) Hugh MacMillan Medical Centre, 350 Rumsey Road, Toronto, Ontario M4G 1R8
- Easter Seal Communication Institute (ESCI), 24 Ferrand Drive, Don Mills, Ontario M3C 2N2.

The special needs of nonspeaking children and their families

by Shirley McNaughton and Anne Warrick, Blissymbolics Communication Institute

The needs of the nonspeaking child and their family present a very special challenge.

Many skilled professionals must be involved in developing an augmentative communication system and a special education program that will allow each nonspeaking child to participate to the greatest possible extent in their family, school and community.

Children who use augmentative communication systems must not be treated so differently that people with whom they interact feel inadequate and anxious in working and conversing with them, yet the complexity and importance of communicating must not be understated or ignored.

Communication is essential to growth

Communication is a vital and essential component of human growth. The inability to communicate fully has profound implications for the child's total development.

Communicating can be looked upon as the root structure from which language development, cognitive development, self-image, problem-solving initiatives, knowledge of their world and their total educational program will grow. Because we have not been accustomed to focusing on the communication activities of young children, we may neglect the need for early interactions of infants who are at risk for developing functional speech.

There is a critical need to give just as much attention to interactive behaviour (maintaining eye contact, sharing items or activities, turn talking, imitating, etc.) as there is to learning to sit independently or learning to walk.

Communication is important

Perhaps it is because we are all continuously involved in communicating that we take it for granted and sometimes underestimate its importance to the nonspeaking child.

The first special need for nonspeaking children and their families is to ensure that every form of communication is encouraged. The 'roots' must be nourished and encouraged from the infant's earliest days, to provide the base for the many learnings that will determine who the child is.

From this primary need, all of the special needs ensue. To encourage every form of communication means discovering all the capabilities of the child that can be applied to communicating. Augmentative communication implies using one's eyes, facial expression, body movement, signing, graphic communication systems and technology at all levels to substitute for or accompany speech, writing with a pencil or using a traditional keyboard to control a computer.

Many ways to communicate

We all communicate in many ways. We play with others, showing them we enjoy a shared activity. The baby plays pat-a-cake or waves bye-bye. The adult tells a joke or uses a pun. We converse in many different ways, ranging from talking about the weather to having an intense discussion about a topic of high interest.

We write short notes, letters, essays, business reports and many other forms of recorded communication. We give infor-

mation to our listeners by the speed at which we talk, by the intensity of our voice, by our facial expression, our body position, our eye contact, our style of writing, the words we use.

Effective communication involves a lifetime of learning for those who can speak. For those who cannot speak, a strong support network is needed along with an augmentative communication system that grows with the individual.

Lack of support can be detrimental

So the nonspeaking child must add to those basic social needs shared by us all — to belong, to be accepted, to contribute, to grow — the need to communicate in a way that allows other needs to be met. Lack of support to communicative growth can have a detrimental effect upon the child's total development, his/her growth toward independence.

Support comes through the sensitivity and responsiveness of those with whom the child communicates. It comes through specialists assessing and prescribing appropriate augmentative communication systems, through teachers finding ways to further develop the child's augmentative communication system and his/her classmates. It comes through recognizing and appreciating a way of communicating that is different.

Relatively young field

This support requires knowledge combined with an understanding of the importance of communication. Because the field of augmentative communication is a relatively young one — its beginning can be set in the early seventies — sources for information are not widely known.

The field's youth causes professionals to change their ideas often. Their knowledge base is still growing; research is limited. Families must rely on the clinical judgment of experienced professionals and must be prepared to consider changing approaches and new perspectives.

Technology has made a strong impact in the area of augmentative communication. Personal computers and new synthetic speech devices provide exciting possibilities to complement signing and communication boards. Augmentative communication specialists can be very helpful in making recommendations regarding new technology and instruction in its use.

Throughout all of the new ideas and technologies, however, the most important need for non-speaking children and their families is that of maintaining respect for the youngster who is, day by day, gradually developing his/her unique personal augmentative communication system.

No quick and easy solution

There is no quick and easy single solution to the lack of speech. There is a continuous growing year after year, building upon the communication capabilities already acquired. Each family

must expect of the specialists to whom they come for assistance, help with the nurturing process, adding to the child's communication competencies new techniques and strategies that will strengthen and enrich the child's total development.

Each family member will be affected differently by having an augmentative communicator in the family. Each will have different coping skills, different strengths, different attitudes. They need to be recognized and discussed and valued as they contribute to the development of the child who uses augmentative communication. In turn, each family member can gain from learning more about all aspects of communication through participating in many special communication experiences.

A last-to-be-mentioned special need — once an augmentative communication system is decided upon, each family member needs to learn as much as they can about the system's capabilities and potential and then set about seeing that everyone gains as much as possible from having an augmentative communicator in the family.

Sources of help

Assistive Devices Clinics — list available from the Ministry of Health

Augmentative and Alternative Communication with Education Resource Centre of the Blissymbolics Communication Institute, 24 Ferrand Drive, Don Mills, ON M3C 3N2. Phone (416) 421-8377

APPENDIX I

International Panel on Standards for Bibliobios

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Patricia Bailey, Great Britain
Heinz Becker, W. Germany
Benny Belair, Canada
Loretta Biasutti, Canada
Sara C. Brothers, U.S.A.
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Britt Carlsson, Sweden
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APPENDIX J

Responsibilities Training Associate/Affiliate

1. To adhere to the design, structure, and combination of Blissymbols as standardized from time to time by BCI. The sub-licensee shall use as a standard the vocabulary & representations contained in Blissymbols for Use or other material or publications as are designated by BCI from time to time.
2. To support the application and teaching of Blissymbols in ways that maintain the integrity and semantic base of the system.
3. To support a unified Blissymbolics system and vocabulary as approved of by BCI, by submitting symbols intended for any form of public distribution - in publications and teaching materials such as printed displays or stamps, on film or tape, etc. - for inspection and approval by BCI or an approved BCI monitor.
4. To share the BCI's responsibility of ensuring that the following statement is affixed on all printed publications for which the sub-licensee assumes responsibility. In the publication of others, containing Blissymbols, the sub-licensee shall use its best efforts to have the same notice affixed.

**Blissymbolics used herein derived from the symbols
described in the work, Semantography, original copyright
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Exclusive licensee, 1982.**
5. To support BCI approved training formats.
6. To provide information on current Blissymbol-related communication, training and teaching materials to people within the sub-licensee's geographical area.
7. To attend, as resources permit, meetings of Affiliates and Training Associates.
8. To nominate a knowledgeable person to serve as a representative of the sub-licensee's area, on the BCI International Panel on Standards for Blissymbolics.
9. To maintain an annual subscription to Communicating Together.

10. To pay an annual fee of \$15.00.

11. To provide to BCI, by March 31, a short description of the sub-licensee's activities for the previous year for inclusion in the BCI Annual Report.

12. To remain current through reading and conferences with regard to both Blissymbolics and the broad field of augmentative communication.

*12. To attend at least one Blissymbol-related presentation each year.

*13. To indicate, by completing Schedule A of the annual Agreement, the manner in which the sub-licensee is remaining current professionally with regard to both Blissymbolics, and the broad field of augmentative communication.

* Training Associates only.

APPENDIX K

Blissymbolics Communication Institute

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